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**Mark Scheme (Results)**

**Summer 2024**

**Pearson Edexcel International GCSE  
In Religious Studies (4RS1) Paper 1  
Beliefs and Values**

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
<b>1 (a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Human beings were given free will by God (1)</li> <li>• Humans have no free will (1)</li> <li>• Humans can misuse their free will (1)</li> <li>• Free will makes humans responsible for their actions (1)</li> <li>• All actions are the result of preceding events (1).</li> </ul> <p>Accept any other valid response.</p>	<b>(3)</b>

Question Number	Answer	Reject	Mark
<b>1 (b)</b>	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Humans are imperfect and make mistakes (1). These mistakes result in suffering for others (1).</li> <li>• Some may suggest that genetic abnormalities lead to suffering (1). The genes can cause disability or illness (1).</li> <li>• The environment is not perfectly suited to humanity (1). A person may suffer because of climate or predation (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated belief/ development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	<b>(4)</b>

Question Number	Indicative content
<b>1 (c)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The Bible teaches there is only one God with a plan for the world. For the plan to be fulfilled there can be only one God.</li> <li>• Some religious people believe that all religions teach part of a universal truth. This suggests that ultimately there is one God at the heart of all faiths, who is understood and worshipped in different ways.</li> <li>• Some faiths can appear polytheistic but the different deities can be regarded as different expressions of the same God. This suggests there is one deity known by different names.</li> <li>• God in Islam is strictly One. If this is the teaching of a faith its followers will hold this belief.</li> </ul> <p>Accept any other valid response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (AO1)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (AO1)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>

Question number	Indicative content	Mark
<b>1(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p>	

	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Some people believe sin is the consequence of the misuse of free will. People are born innately sinful but can choose to do good or evil.</li> <li>• Some people believe sin is a consequence of temptation from Satan. Through the grace of God humans can overcome temptation and do good.</li> <li>• Christians believe that Jesus was completely human and yet without sin. His example suggests that a sinless life is possible.</li> <li>• The Bible teaches that everyone sins. 'If we claim to be without sin we deceive ourselves and the truth is not in us'. (1 John 1:8).</li> <li>• Some suggest that humanity was created without sin and sin came into the world when Adam and Eve were tempted by Satan. It then became impossible to live a sin free life.</li> <li>• Some may suggest that the concept of an all-loving, compassionate God results in people thinking they can sin without consequence.</li> </ul> <p>Accept any other valid response.</p>	<b>(12)</b>
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>

Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
<b>2(a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• The ultimate reality is omnipresent (1)</li> <li>• God is all-knowing (1)</li> <li>• God is all-powerful (1)</li> <li>• God is merciful (1)</li> <li>• God is just (1).</li> </ul> <p>Accept any other valid response.</p>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>2(b)</b>	<p>Award one mark for providing a belief. Award a second mark for development of the belief. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Humans are selfish by nature (1). They are driven to please themselves (1).</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated belief/development.</li> <li>• Development that does not relate both to the belief given and to the question.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Human selfishness is based in the genes (1). The drive to reproduce the genes means that nothing is more important (1).</li> <li>• Human selfishness is due to poor upbringing (1). Selfish people have not been taught to be altruistic (1).</li> </ul> <p>Accept any other valid response.</p>		<b>(4)</b>
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Question Number	Indicative content	
<b>2(c)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Muslims believe that the Qur’an teaches Allah caused the universe and remains in control of everything that happens. He is both the original cause and continuing cause of all creation.</li> <li>• The cause of the universe must exist outside time and space. Only God is eternal. As such many religious people believe God is the First Cause.</li> <li>• God is the only being with the wisdom and understanding to plan the universe and bring it into being. The universe works perfectly in balance.</li> <li>• Only God has the power and might to say into the void “Be” and the universe comes into existence. He is the only uncaused cause.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (AO1)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (AO1)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>

Question number	Indicative content	Mark
<b>2(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Some religious people believe humans have no free will. God has a plan for every person. He knows the past and the future and is in control of everything.</li> <li>• Since God is believed to be all-powerful, he has the capacity to do anything and determine every event. Humans are not making choices.</li> <li>• In Islam the Preserved Tablet is a record kept in heaven of all that has happened and will happen. It contains qadr, the concept of divine destiny.</li> <li>• Christians believe everyone has God-given free will. God will not override the free will of an individual even if they choose to use their free will to do wrong.</li> <li>• Hindus believe suffering is an inevitable consequence of the law of Karma acting in a person's life. Fate in this life is determined by behaviour in a past life.</li> <li>• Muslims teach that life is a test to determine if a person is worthy of paradise. If a person cannot freely make the choice to do good or evil, then there is no point to the test.</li> </ul> <p>Accept any other valid response.</p>	<b>(12)</b>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> </ul>

		<ul style="list-style-type: none"> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
<b>3(a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Non-religious people believe human life is innately valuable (1)</li> <li>• Since this life is all there is then humans must work to give life value (1)</li> <li>• It is possible to have a fulfilling life without belief in God (1)</li> <li>• Everyone should enjoy a good quality of life (1)</li> </ul>	

	<ul style="list-style-type: none"> <li>• They use reason and logic to make decisions about issues concerning the value of human life (1).</li> </ul> <p>Accept any other alternative valid response.</p>	<b>(3)</b>
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Question number	Answer	Reject	Mark
<b>3(b)</b>	<p>Award one mark for providing an attitude. Award a second mark for development of the attitude. Up to a maximum of four marks.</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Most Buddhists accept remarriage (1). Marriage is not religious so divorce and remarriage are not an issue (1).</li> <li>• Remarriage may make an individual happier (1). It can then be regarded as a compassionate action (1).</li> <li>• Remarriage is good for the children of the couple (1). It may reduce suffering (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	<b>(4)</b>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Some Christians do not accept remarriage (1). Since it is impossible to divorce, remarriage is adultery (1).</li> <li>• Anglicans accept that remarriage is sometimes necessary (1). Divorced Christians can remarry in a church in exceptional circumstances (1).</li> <li>• All Christians accept that people are free to remarry if their spouse dies (1). 'By law a woman is bound to her husband as long as he is alive, but if her husband dies... [s]he is released and is not an</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	

	<p>adulteress if she marries another man (Romans 7:2) (1).</p> <p>Accept any other valid response.</p>		(4)
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Some Hindus support remarriage (1). Marriage allows dharma to be fulfilled (1).</li> <li>• Some Hindus are against remarriage (1). It would be a bad action to repeat past mistakes such as unfaithfulness (1).</li> <li>• Some Hindu widows are not allowed to remarry (1). They may be ostracised by their families following the death of their spouse (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	(4)
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Remarriage is permitted in the Qur'an (1). The Prophet married Zainab, the divorced wife of Zaid (1).</li> <li>• Once a couple have divorced, they are free to marry a different spouse (1). They cannot remarry each other unless they have first married someone else (1).</li> <li>• The Qur'an provides for a waiting period after death when a widow cannot remarry (1). After this, widows are free to remarry if they wish (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	(4)
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Orthodox Jews only allow remarriage if the woman has a get (1). Jewish Law states that a husband must grant his wife a get (1).</li> <li>• Reform Jews generally allow remarriage (1). It is important for</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude</li> </ul>	

	<p>any children that they are brought up by both a mother and a father (1).</p> <ul style="list-style-type: none"> <li>• According to the Talmud the quality of a second marriage depends on the deeds of the partners (1). The second spouse is freely chosen not predestined (1).</li> </ul> <p>Accept any other valid response.</p>	<p>given and to the question.</p>	<p><b>(4)</b></p>
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Some Sikhs go to the community to ask for permission to divorce and remarry (1) because divorce is frowned upon by many Sikhs (1).</li> <li>• Historically a Sikh could only remarry if the spouse dies (1). This is now changing because divorced Sikhs can remarry in the Gurdwara (1).</li> <li>• A Sikh granthi cannot remarry after divorce (1). They are required to remain celibate (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated attitude/ development.</li> <li>• Development that does not relate both to the attitude given and to the question.</li> </ul>	<p><b>(4)</b></p>

Question Number	Indicative content
<b>3 (c)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Many religious people regard same-sex relationships as a sin. They are therefore strongly discouraged in religious communities.</li> <li>• Some religious people are accepting of same-sex relationships. This is a consequence of biology. There is evidence that same-sex relationships are determined genetically and is not a choice.</li> <li>• Many religious people are accepting and welcoming of people in same-sex relationships in the church. In the Church of England there are openly gay Bishops who are in same-sex partnerships.</li> <li>• In more traditional religious communities same-sex relationships remain frowned upon. Some religious groups employ controversial conversion therapy to convert the individual to the appropriate lifestyle.</li> </ul> <p>Accept any other valid response.</p>

Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1)</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1)</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>

Question number	Indicative content	Mark
<b>3(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Some religious people encourage those who have fertility issues to adopt children. This improves the lives of the children and enriches the lives of the parents.</li> <li>Adoption is seen as a loving response to a social problem. There are many children in care and if they are not adopted their future potential may never be realised.</li> <li>Some adoption agencies are affiliated to a particular religion. Jewish Family Services aim to link Jewish children in care with prospective Jewish families. This ensures the children are brought up as Jews.</li> <li>Some advocate adoption in preference to people having their own child because of the rising population rate. It is more sustainable for the environment if people adopt rather than adding to the world's growing population.</li> <li>In Islam there are permissible and forbidden types of adoption. It is forbidden to take a child and make him equivalent to a member of the family by birth.</li> </ul>	

	<ul style="list-style-type: none"> <li>Some Christians would argue that same-sex couples, even if they are Christians, should not adopt children since children need both a mother and a father.</li> </ul> <p>Accept any other valid response.</p>	<b>(12)</b>
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1–3	<ul style="list-style-type: none"> <li>Demonstrates isolated elements of understanding of religion and belief.</li> <li>Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Demonstrates limited understanding of religion and belief.</li> <li>Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Demonstrates accurate understanding of religion and belief.</li> <li>Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
<b>4(a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Some religious people may say it is the only place to have sex (1)</li> <li>• It is the best environment to raise children (1)</li> <li>• Children can be raised in the faith (1)</li> <li>• It provides love and support (1)</li> <li>• It links two families, strengthening the community (1).</li> </ul> <p>Accept any other valid response.</p>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>4(b)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• If a family are struggling, they may turn to the church for support (1). Many parishes offer marriage guidance and counselling (1).</li> <li>• Religious people may pray for the couple (1), encouraging them to reconcile (1).</li> <li>• The extended family will try to support the couple (1), encouraging them to work through their issues for the sake of their children (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated way/development.</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	<b>(4)</b>

Question Number	Indicative content
4 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• A human has the potential to grow in compassion and wisdom. This life is impermanent so the purpose of this life is to strive to follow the dharma.</li> <li>• Some see the purpose of life is to model themselves on the Buddha and reach enlightenment. They will try to eliminate greed and be liberated from the bonds of samsara.</li> <li>• Buddhism suggests that life becomes meaningful whatever a person does if they are guided by Buddhist principles such as refraining from harm.</li> <li>• Buddhism claims that the pursuit of wealth, power or fame cannot give life meaning. Desiring such things reduces happiness so the purpose of life is to decrease desire for worldly attachments.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• For Christians the meaning of life is found in Jesus Christ. As children of God Christians' purpose should be to do God's will.</li> <li>• Christians believe in a divine creator. If there is a supremely intelligent designer life cannot be meaningless. Many see life as a test and the purpose of life to reach heaven.</li> <li>• Some believe humanity's ultimate purpose is to seek God's kingdom and do what God wants. This means living in truth, peace and joy with the support of the Holy Spirit.</li> <li>• Some consider the purpose of life is to share the love of Jesus. He instructed Christians to make disciples of all men. It is the meaning of life to bring others to know Jesus.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• The purpose of life for Hindus is to achieve the four Purusharthas. This gives Hindus opportunities to behave morally and live a good life.</li> <li>• The purpose of life is to end the cycle of samsara. Life should be lived in such a way that generates good karma for this life and the next.</li> <li>• Moksha is the ultimate aim for many Hindus. When a person achieves moksha the soul can discard human existence and go to a place beyond life and death.</li> </ul>

	<ul style="list-style-type: none"> <li>• For some the purpose of life is to fulfil one's dharma. This is different for each person and depends on factors such as social position, age and gender.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• The Qur'an teaches that 'The punishment of your Lord is ever feared' (Surah 17:57). Muslims must strive to lead a good life according to the will of Allah and pray for his mercy, to reach paradise and avoid the punishment.</li> <li>• Muslims believe life is a test determining where a person will spend eternity. Allah's judgement of the quality of a life is based on the life on earth, so they must be conscious of Allah's judgement in every choice they make.</li> <li>• The Qur'an says that Allah 'intends for you ease and does not intend for you hardship' (Surah 2: 185), so some believe that life is to be lived to the full and enjoyed, rather than living in fear of judgement.</li> <li>• There are many aspects of life in this world which Allah has decreed, and a Muslim's purpose is therefore to fulfil Allah's will.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Judaism contends that a life on earth, regardless of an afterlife, can be filled with meaning and purpose. Whatever meaning human life has is derived from the meeting of the Divine and the created.</li> <li>• Jews believe there is nothing a human can do for The Almighty. God has no needs. Jews must love God with all their heart but Jews believe the Torah was given as instructions to derive maximum pleasure from life on earth.</li> <li>• The Torah makes Jews aware of their choices in life. It gives a true definition of a Jew's purpose and teaches how to achieve the goal. God gave Adam and Eve the purpose to replenish the earth and conquer it.</li> <li>• Some may consider the purpose of their life to be preparation for the world to come. A person should not serve God merely to receive the reward but God will reward a person for all their good deeds.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Sikhs believe in the cycle of samsara. The purpose of life is to reach mukti. Sikhs must live their lives with Waheguru in mind at all times and live in a God-centred way.</li> </ul>

	<ul style="list-style-type: none"> <li>• A Sikh's purpose is to unite with God by freeing the soul from the cycle of samsara. The purpose of life is to get rid of negative characteristics such as the Five Evils.</li> <li>• Sikhs must escape belief in the temporary and unimportant aspects of the physical world such as material possessions. They should not be self-centred or driven by ego.</li> <li>• The purpose is to live in accordance with the Gurus' teachings. The Sikh ideal for human life is to live within the divine will. Sikhs should enjoy life and be disciplined by prayer, self-restraint and moral purity.</li> </ul> <p>Accept any other valid response.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (AO1)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (AO1)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>

Question number	Indicative content	Mark
<b>4(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Many non-religious people support this view and believe that death is the end of existence. There is no empirical evidence of life after death so this life must be all there is.</li> <li>• Many atheists see the evidence of science that shows humans are the consequence of evolution, and so human</li> </ul>	

	<p>life has no more meaning than that of an animal, death is the end.</p> <ul style="list-style-type: none"> <li>• Humanists, in seeing this life as all there is, work to add value to their own life and see value in all lives.</li> <li>• Many religious people believe this life is merely the preparation for an afterlife that will last for eternity. Holy Books, such as the Qur'an, talk of the afterlife as reward for a life well lived.</li> <li>• Some non-religious people disagree with this view. They may point to the existence of inexplicable phenomena, such as ghosts, as evidence that there must be more than this life.</li> <li>• Christians point to the death and resurrection of Jesus as proof that there is more to life than this world.</li> </ul> <p>Accept any other valid response.</p>	<b>(12)</b>
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are</li> </ul>

		supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
<b>5(a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Economic reasons (1)</li> <li>• Religious reasons (1)</li> <li>• Shortage of resources (1)</li> <li>• Historical reasons (1)</li> <li>• Culture clashes (1).</li> </ul> <p>Accept any other valid response.</p>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>5(b)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Religions can contribute to peacemaking by mediating between people in conflict (1). Religious leaders are often respected by their communities and can speak to both sides (1).</li> <li>• Religions encourage peace through their teachings (1). All the Abrahamic religions</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated way/ development.</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	<b>Missing Mark</b>

	<p>emphasise mercy and forgiveness (1).</p> <ul style="list-style-type: none"> <li>• They can encourage the development of positive relationships between communities in conflict (1). For example, Archbishop Tutu led the Truth and Reconciliation Commission in South Africa (1).</li> </ul> <p>Accept any other valid response.</p>		
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Question Number	Indicative content	
<b>5(c)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Some non-religious people believe capital punishment is inhumane; sometimes those being put to death suffer long agonising deaths.</li> <li>• There is little evidence it functions as a deterrent. American states which have the death penalty have higher murder rates than those that do not.</li> <li>• Innocent people may be wrongly executed. Capital punishment depends on a perfect court system, but humans have unconscious prejudices and make mistakes.</li> <li>• Many agnostics suggest that human life has intrinsic value. Everyone, even the most heinous criminal, has a right to life.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (AO1)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (AO1)</li> </ul>

	<ul style="list-style-type: none"> <li>• Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>
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Question number	Indicative content	Mark
<b>5(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• The rules of the dominant religion in a society are often reflected in the law. For example, all religions and all societies prohibit murder.</li> <li>• Religions are often based on the words of a deity. Those who believe in a God or gods believe that following their rules would create a stronger and more stable society.</li> <li>• Religious rules are often widely followed in society, and most would acknowledge the commonality between a sin in a religion and a crime in society.</li> <li>• As societies become increasingly secular, they are less likely to believe in and support religious rules. Many religions have rules that condemn same-sex relationships, but most secular societies would oppose rules that discriminate against people engaging in same-sex relationships.</li> <li>• Some religious rules are the consequence of tradition rather than scripture. This may lead to conflict between the different religions in a society. Not all faiths consider the same things sinful.</li> <li>• Some religious rules may conflict with human rights. For example, the imposition of a specific dress code may cause issues with freedom of expression.</li> </ul> <p>Accept any other valid response.</p>	<b>(12)</b>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
<b>6(a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• For protection (1)</li> <li>• Deterrence (1)</li> <li>• Retribution (1)</li> </ul>	<b>(3)</b>

	<ul style="list-style-type: none"> <li>• To reform them (1)</li> <li>• To provide justice for victims (1).</li> </ul> <p>Accept any other valid response.</p>	
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Question number	Answer	Reject	Mark
<b>6(b)</b>	<p>Award one mark for providing a reason. Award a second mark for development of the reason. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Bullying can happen because the victim is 'different' (1). This may be race, sexuality or disability (1).</li> <li>• Those who bully often have problems themselves (1). They are unhappy and may bully others to gain attention (1).</li> <li>• Bullies do so to dominate others (1). They may not understand how much pain and anxiety they cause (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>• Repeated reason/ development.</li> <li>• Development that does not relate both to the reason given and to the question.</li> </ul>	<b>(4)</b>

Question Number	Indicative content
<b>6 (c)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Many religious people are opposed to capital punishment since it is, in effect, legalised murder and therefore contradicts religious rules such as 'Do not kill', central to the Abrahamic faiths.</li> <li>• Capital punishment contravenes the Hindu belief in Ahimsa since it certainly harms the person to be executed. Hindus believe that all humans contain a spark of the divine and Gandhi said that Ahimsa applies to criminals.</li> <li>• Some religious people believe capital punishment is inhumane; sometimes those being put to death suffer long agonising deaths. Treating people in this way is not kind and loving.</li> <li>• Many religious people would argue that the risk of executing an innocent person makes capital punishment too great a risk.</li> </ul>

	Responses should be linked to a specific faith but the same attitudes and teachings can be applied to all.  Accept any other valid response.	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms (A01)</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1)</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>

Question number	Indicative content	Mark
<b>6(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Peace is defined as the absence or end of war. In situations such as long-running territorial disputes war may indeed be the only way left to achieve peace.</li> <li>Some regard war as preferable to an unjust peace. Muslims, for example, are permitted to fight to protect Islam.</li> <li>Aristotle said, 'We make war that we may live in peace'. This suggests an approach to diplomacy that is echoed today in the use of military might to subdue resistance.</li> <li>There are many alternatives to war that may establish peace without the bloodshed and loss of war. For example, Martin Luther King successfully led a non-</li> </ul>	<b>(12)</b>

	<p>military struggle to gain civil rights for an oppressed black minority.</p> <ul style="list-style-type: none"> <li>• It is possible to negotiate terms between conflicting groups or countries that both sides can accept in order to avert the threat of war.</li> <li>• Sometimes the willingness to fight is more important in maintaining peace than the fight itself. Military might can act as a deterrent to those who would wage war.</li> </ul> <p>Accept any other valid response.</p>	
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>
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Question number	Answer	Mark
<b>7(a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>Help them (1)</li> <li>Blame them (1)</li> <li>Judge them (1)</li> <li>Give charity (1)</li> <li>Pray for them (1)</li> </ul> <p>Accept any other valid response.</p>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>7(b)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>Society can get rid of laws that target certain races (1). These may be overtly racist or simply disadvantage one group more subtly (1).</li> <li>Society can foster love and acceptance as positive values (1), counteracting the negative impact of racial stereotyping (1).</li> <li>Society can act against institutional racism (1), by acting against persistent racial inequalities (1).</li> </ul> <p>Accept any other valid response.</p>	<ul style="list-style-type: none"> <li>Repeated way/development.</li> <li>Development that does not relate both to the way given and to the question.</li> </ul>	<b>(4)</b>

Question Number	Indicative content
7 (c)	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Some Buddhists believe that any person can reach enlightenment. This has effects in society, as women may see themselves as equally valuable, and argue for a greater role.</li> <li>• The Buddha was initially very reluctant to ordain women. He refused to ordain his aunt Mahaprajapati three times before she was ordained. He thought that women would cause the sangha to end earlier.</li> <li>• The traditional view of women is that they are wives and mothers, managing the household according to the wishes of the husband. This may limit a woman's potential in wider society.</li> <li>• Many roles outside the home have become more acceptable for women. For example, Sirimavo Bandaranaike was the first woman Prime minister of Sri Lanka in 1960. This demonstrates that in Public Office women do have right to hold high office.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Some traditional Christians believe women's primary role is as wife and mother. She supports and encourages her husband in his role as provider. This may limit a woman's potential in wider society.</li> <li>• More liberal Christians may see the New Testament as influenced by the patriarchal times in which it was written. They therefore believe in the equality of men and women in society and encourage women to gain education and careers.</li> <li>• Some believe women should enjoy equality of opportunity in society whilst their primary role remains that of wife and mother. As a consequence, many women choose to take career breaks when they have a family. In some families the man may choose to take a career break particularly if the wife is more highly paid.</li> <li>• Within the Church hierarchy some Churches practice equal rights for women and allow them to become priests and bishops. Others continue to believe only men can be priests.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Hindu religious texts describe feminine energy as the essence of the universe. This may empower women in society.</li> <li>• Hindus have a goddess figure as well as a male. This suggests that both genders can play a significant part in religion.</li> </ul>

	<ul style="list-style-type: none"> <li>• Some consider the primary role of women to be as wife and mother. This may limit a woman's potential in wider society.</li> <li>• In many modern Hindu communities it is accepted that men and women have equal worth. A Hindu woman might choose to pursue a career and be the person who earns the most money in the household.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Some consider the primary role of women to be as wife and mother, managing the household according to the wishes of the husband. This may limit a woman's potential in wider society.</li> <li>• In some countries Muslim women have the same access to education and career opportunities as men. However their primary focus must still be on their duty to the family.</li> <li>• Muhammad encouraged education for both men and women. Women were then expected to use their potential to the full to benefit society.</li> <li>• The attitudes of both men and women are influenced by the society they live in, with some Muslims having a more positive view of equality for women.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Some consider the primary role of women to be as wife and mother, managing the household according to the wishes of the husband. This may limit a woman's potential in wider society.</li> <li>• Few women are mentioned in the Tenakh by both name and role. This may suggest that, historically, Jewish women were rarely at the forefront of life in society or the faith.</li> <li>• Some Jewish people believe in the equality of men and women both in religion and society. Many Jewish women hold historical significance, for example Golda Meir was Israel's fourth Prime Minister.</li> <li>• Jewish religious law treats women differently in various circumstances. Traditionally women are not permitted to serve as witnesses in an Orthodox Beit Din.</li> </ul> <p>Accept any other valid response.</p>
	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• The principles of Sikhism assert that women have the same souls as men. As such they can participate in all religious and societal activities.</li> <li>• The Sikh Gurus upheld women's rights. For example Guru Amar Das sent women to communities in positions of leadership.</li> </ul>

	<ul style="list-style-type: none"> <li>Some Sikhs are bound by cultural practices. They consider the primary role of women to be as wife and mother managing the household according to the wishes of her husband. This may limit a woman's potential in wider society.</li> <li>Guru Nanak insisted that women deserve the same treatment as men. The Guru Granth Sahib states that women are entitled to the same rights and privileges as men, and women are allowed to lead congregation.</li> </ul> <p>Accept any other valid response.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>Limited use of religious terms (AO1)</li> <li>Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>Use of religious terms is appropriate and shows understanding (AO1)</li> <li>Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>

Question number	Indicative content	Mark
<b>7(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>Some religious people believe they should only mix with those of the same faith because they are exclusivist. They include denominations such as the Amish who seek a degree of separation from the non-Amish world.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Some believe only their own group will achieve salvation. Groups that do not share their views will never reach heaven. Jesus said 'I am the way, the truth and the life. No one comes to the Father except through me.' (John 14:6).</li> <li>• Some parents are concerned that, if their children mix with those of other religions, they will be less likely to remain in the family faith.</li> <li>• Many religious people are inclusivist and believe there is truth in other belief systems. They welcome mixing with those of other faiths. The Rig Veda says 'Truth is One, though the sages know it variously.'</li> <li>• Many religious people see benefit in mixing with those of other faiths and none. Some regard it as an opportunity to convert them to what they believe to be the one true faith.</li> <li>• Some will use scripture to advocate mixing freely. In Acts 10:34-35 Peter said 'I now realise that it is true that God does not show favouritism but accepts those from every nation the one who fears him and does what is right.'</li> </ul> <p>Accept any other valid response.</p>	<b>(12)</b>
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Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider</li> </ul>

		<p>different viewpoints. And makes connections between many, but not all, of the elements in the question.</p> <ul style="list-style-type: none"> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

Question number	Answer	Mark
<b>8(a)</b>	<p>Award one mark for each point identified up to a maximum of three:</p> <ul style="list-style-type: none"> <li>• Some atheists may prefer it (1)</li> <li>• Some may enjoy discussing their views (1)</li> <li>• Some may take the opportunity to learn of a range of faiths (1)</li> <li>• Some may feel threatened by strongly held religious views (1)</li> <li>• They may feel accepted as part of the community (1).</li> </ul> <p>Accept any other valid response.</p>	<b>(3)</b>

Question number	Answer	Reject	Mark
<b>8(b)</b>	<p>Award one mark for providing a way. Award a second mark for development of the way. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Religious people can volunteer at food banks (1). Jesus taught Christians to 'feed the hungry' (1).</li> <li>• Some support the poor through charitable donations (1). Sikhs</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated way/development.</li> <li>• Development that does not relate both to the way given and to the question.</li> </ul>	<b>(4)</b>

	<p>believe that generosity and the sharing of earnings is a religious duty (1).</p> <ul style="list-style-type: none"> <li>• They can work to address the causes of poverty (1). For example, they may work as teachers to educate the poor (1).</li> </ul> <p>Accept any other valid response.</p>		
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Question Number	Indicative content	
<b>8 (c)</b>	<p>Students will develop responses using ideas/reasoning/arguments such as:</p> <p>Responses must be specific to one religion but the same responsibilities apply to all.</p> <ul style="list-style-type: none"> <li>• In his final sermon, Muhammad taught that people should treat those of other races with love and respect, since everyone was created by Allah.</li> <li>• They should be open and honest with everyone, removing prejudice and discrimination based on race.</li> <li>• They should establish friendships with people of different races and experience. This would help religious people get a better understanding of others' traditions and cultures.</li> <li>• They should be slow to judge others. John 7:24 teaches Christians 'Stop judging by mere appearances, but instead judge correctly'.</li> </ul> <p>Accept any other valid response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Limited use of religious terms (AO1)</li> <li>• Description of relevant religion, beliefs and values is mostly satisfactory (AO2)</li> <li>• Gives a partial explanation of the significance and influence of beliefs and values (AO2)</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Use of religious terms is appropriate and shows understanding (AO1)</li> <li>• Explanation of relevant religion, beliefs and values is comprehensive (AO2)</li> <li>• Explanation of significance and influence of beliefs and values is comprehensive (AO2)</li> </ul>

Question number	Indicative content	Mark
<b>8(d)</b>	<p>Students must underpin their analysis and evaluation with knowledge and understanding.</p> <p>Candidates will be required to demonstrate thorough knowledge and understanding as well as accuracy of religion and belief when responding to the question and in meeting AO2 descriptors.</p> <p>Students will develop responses using ideas/reasoning/arguments such as:</p> <ul style="list-style-type: none"> <li>• Human rights are basic rights and freedoms that belong to every individual in the world. They protect everyone in everyday life regardless of who the person is, where they are or how they choose to live.</li> <li>• The Universal Declaration of Human Rights was adopted by the United Nations after the Second World War. It is based on principles of justice and fairness which reflect the teachings of Christianity.</li> <li>• Christians would agree since human rights reflect Jesus' teaching. For example, the parable of the sheep and goats tells Christians to feed the hungry, look after strangers, clothe the naked and look after those in prison.</li> <li>• The rights of an individual may conflict with someone else's rights. For example, a person's right to freedom of speech may have to be restricted if they use it for hate speech.</li> <li>• Those who commit crimes can legally have their right to personal freedom taken away if they are incarcerated following a criminal conviction.</li> <li>• Those who have mental health challenges may be detained for their own safety and to protect the public.</li> </ul> <p>Accept any other valid response.</p>	<b>(12)</b>

Level	Mark	Descriptor
	0	No rewardable response.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of religion and belief.</li> <li>• Identifies information/issues and makes superficial connections among a limited range of elements in the question.</li> <li>• Judgements are supported by generic arguments to produce a conclusion that is not fully justified.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of religion and belief.</li> <li>• Deconstructs religious information and makes superficial connections between many, but not all, of the elements in the question.</li> <li>• Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate understanding of religion and belief.</li> <li>• Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints. And makes connections between many, but not all, of the elements in the question.</li> <li>• Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates sustained accurate and thorough understanding of religion and belief.</li> <li>• Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.</li> <li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.</li> </ul>

